

Musket

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November 1995



Seniors Terry Salmond and Dave Eisner duel in *Hamlet*, this year's fall play, performed on November 16, 17, 18, and 20.

photo by Joe Yoon

Committee changes schedule to compensate for lost time

by
Christine Chiou

In response to the Advisory Report on Time and Learning, a Schedule Committee has been formed to research and design a schedule that gives all students 990 hours of instruction a year.

The Schedule Committee consists of 14 teachers, administrators, parents, and students. After studying the discrepancy between the current amount of instruction time and the amount required by the Massachusetts Board of Education, the committee will examine viable scheduling options. The committee chair, math teacher Kevin Kelly, reports, "We know that the schedule two years from now will be different and will involve more learning time for students. What we don't know is what the structure

will be, where the resources will come from."

The committee will be split into twelve subgroups to research such aspects as extracurricular activities, alternative types of instruction, especially for seniors, and teacher's use of time. As a whole, they will work closely with the Principal's Instructional Council. The Schedule Committee will use the Instructional Council's boundaries to create a schedule which will be published in June of 1996.

By state law, schools are required to ensure that all students receive 990 hours of "structured learning time" by September of 1997. This does not include lunch, study halls or free blocks, passing time, personnel service, and student government. Currently, the 2% of LHS students with full 32-block schedules receive almost 990 hours of instruction. The average instruction time is around 800 hours. Compounded with an expected 10% increase in enrollment, a 25% increase in "structured learning time" is necessary. This provision would require teachers to give 37% instruction.

"However," states Kelly, "[the increased learning time] does not mean teachers would lecture for an hour and a half. I don't think that would be very effective. Longer periods would mean [more time for] group discussions, more exploration, and maybe some class experiments similar to science labs." Committee member and LHS math teacher Margaret Gottlieb adds, "Class would be geared more towards discovery.

There would be time to explore tangents, instead of saying, 'No, there's no time.' Kids could start homework and get a chance to ask questions."

When asked about whom the changes will affect, Kelly replied, "We don't know yet if the 1996 school year will be a transitional period. If it is, this year's sophomores will be affected greatly... I also foresee a change in graduation requirements, more years of required classes. I doubt that this will affect anyone at the High School now, though."

No room after looming boom?

by
Owen Patrick

By September of 1998, Lexington High School will have more than 1700 students, an increase of 200 over the next three years. The largest surge will come in the fall of 1998. Though the impending space crunch has many administrators frantic, it will not be the first time the High School halls will be overcrowded. At one point over 2700 students attended the High School, but as Principal Philip Lanoue puts it, "It wasn't a nice place with 2700 students."

To accommodate the growing population at LHS either the existing space must be reconfigured or

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Senate questions need for Cluster V requirements

by
Sarah Park

On November 1, the LHS Student-Faculty Senate discussed the controversial Cluster V Bill. Submitted by senior Senator Cynthia Lin, the bill, if passed, would decrease the cluster V requirements from four credits to two credits. These two credits would have to be fulfilled by taking Life Skills for one semester in both the freshman and junior years.

With the implementation of a state mandate requiring students to spend 990 hours of class time in "core" subjects, it could be difficult for students to meet state requirements and fulfill cluster V "applied arts and sciences" credits, which are not considered core subjects. Under current regulation, core subjects include English, fine arts, foreign language, mathematics, physical education, social studies, and science.

Lin's rationale for introducing the bill is that "many students put off fulfilling cluster V requirements until senior year. Many end up doing 'personnel services,' duties which hardly merit the title of 'applied arts and sciences.'"

Lin adds that the cluster V category contains a wide range of subjects that vary in difficulty and content. According to the 1995-1996 Program of Studies, cooking classes can fulfill the requirement just as easily as Advanced Placement computer courses can. The designation is "too broadly defined," Lin argues.

At the November 1 Senate meeting, Associate Principal for Curriculum Paul Brown insisted that although he agreed with the

philosophy behind it, he did not believe that the Cluster V Bill was under the Senate's jurisdiction. He added that many other school and townwide committees are working on changing curricular and graduation requirements in response to the Massachusetts Education Reform Act. Brown acknowledged that those committees would appreciate the Senate's input.

Brown's statement that the bill was outside the Senate's jurisdiction struck a cord with many senators. Faculty Senator Wendy Cordero responded to Brown by referring to Article VI, Section 1 of the LHS Senate Constitution, which states that "all matters of concern to the school community are appropriate for consideration by the Lexington High School Senate." Defending the Senate's position, Lin explained that "most students view [the Senate] as an impudent body that doesn't really do much anyway. This view would be exacerbated if the administration actually limited the Senate's power."

On November 1 the Senate also passed the Revised Special Senate Day Bill. This year, on December 12 and 13, senators will be available at special tables throughout the day to answer their constituents' questions. The December 13 Senate meeting will include an open forum during which all members of the school community can share their ideas about what needs change around the school.

Also, the passage last June of the

SENATE- Continued on Page 2



Swimmers Sarah Hartman, Emily Shield, and Jeanine Seeger (left to right) are psyched about the team's League Meet win. See page 7.

photo by Tom Kennedy

Inside

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Neon trash cans can stop pollution, argues sophomore Chris Van Nostrand. Page 5.

Autumn comes to an end

Fall sports teams enter playoffs and state competition. Pages 7 and 8.



If that trash can were fluorescent, these students might look much more excited about stopping pollution. See page 5.

photo courtesy of Amy DiLuna and Katie Gross

Budget: the issue that won't budge

by
Dan McFadden

Jeffrey Young, Superintendent of the Lexington Public Schools, recently addressed the School Committee to introduce what he calls "a different type of schooling without any diminution of quality." Stressing the relationship between the educational system and local businesses and institutions, Young argued for the need to change the direction of education. He also touched upon the potential for downsizing.

Budget troubles are nothing new to the High School, where the annual chiseling of the budget has resulted in the loss of several low enrollment electives. Principal Philip Lanoue indicates that the outlook for the coming year is not much brighter than it has been the past few years. "Town revenues are increasing at a modest rate, and school costs [are] continually rising," Lanoue adds.

The budget crunch is arriving at an especially bad time: the beginning of a growth cycle of Lexington's teenage population. As the large population of baby boomer offspring matures into high school, the town's secondary school system will be forced to add up to 24 classrooms to accommodate the growth, according to the Lexington *Minuteman*. The *Minuteman* reports that none of the individual proposed renovation plans alone would cost less than \$900,000. (See story on page 1.)

The centerpiece of Young's new plan to ease the burden of the all-too-finite budget is an emphasis on programs jointly sponsored by the schools and community organizations. These dual-operator programs could draw upon greater resources than strictly school-sponsored activities. Such dual programs also tend to procure large grants for school improvement.

Although the financial ideas Young has presented thus far have been somewhat general, he plans to present a detailed report to the School Committee sometime this winter.

Population doom: is it coming soon?

BOOM- from Page 1

new buildings must be constructed. One possible suggestion is to enclose the senior quad, creating a centralized cafeteria and a new library media center. Building in the senior quad proves to be one of the most expensive and least likely of the options. A second proposal is to create a cafeteria around the main kitchen by generating new floor space and also absorbing the current music rooms.

"The most dramatic of the plans," in Assistant Principal Arthur Dulong's opinion, is to erect a new building in the quadrangle outside the main entrance. Right now this proposal is at the top of the list since it would place a building in a central location and connect the science, main, and DEF buildings. Lanoue feels that "there is great value in having more cafeteria space and connecting our buildings."

Wherever the space is created, there is a desperate need for more science labs, increased cafeteria space, and a larger library media center. The question of new space aside, the current facilities need work. Lanoue described the main building as "tired in some areas." He anticipates giving the older sections of the school a facelift.

Change is nothing new to LHS, as Lanoue estimates that "over 30% of the instructional space used in the 1970's is now utilized differently." With many math and science classes already at capacity some kind of rearrangement is in the offing. A special building committee will make suggestions to the School Committee on November 14.

Most likely some more programs will be relocating to free classroom space. It seems that moving LABBB would be a logical choice because of the number of classrooms it uses. According to Superintendent Jeffrey Young, however, "[Moving] LABBB is the least likely of all the options." As Dulong observed, "LABBB is a pretty valuable program [since] it actually makes money for the town."

Another consideration with more students is hiring additional

teachers. Young expects "to accommodate the increased number of students... with a variety of actions including hiring new teachers." As always, there is the conflict between what is needed and what the budget will support. Dulong recognizes more teachers will be needed but "the budget is calling for no new money."

Not to be forgotten in the mix are the mandatory 990 hours of instructional time. "Just to put it in an equation of x number of hours and y number of teachers isn't realistic. How can we hire teachers when we don't know what our schedule will look like in two years?" says Lanoue.

"In reality, to go through the major steps of the building process, you won't see anything until 1998," Lanoue believes. It is doubtful that a building proposal will even get on the school committee agenda this year. With the funding for the project being in all likelihood a bond issue it will be a long road before any building starts. Lanoue points out, "Before we go out and get a building proposal we have to decide what kind of space we need." At some point a space utilization assessment will be done. Look for some of these answers on November 14 when building suggestions are presented to the School Committee.

Peer mediators demonstrate their unfailing resolve

by
Dalia Hochman

SITUATION: John and Mike are two students at LHS who belong to different groups of friends. Lately, John has been experiencing problems with Tracy, his girlfriend, who is acting distant and cold. The other day during X-block, John says he saw Tracy "flirting" with Mike in G-Caf. Incensed, John went up to Tracy and physically pulled her away from Mike. Mike claims he was acting to protect Tracy from an abusive boyfriend when he punched John. Luckily, Mr. Dulong and Mrs. Kinney were nearby to break up the fighting before it got out of hand.

In most cases, a scenario such as this hypothetical situation would lead to suspension for both John and Mike. The two boys would be absent for a short time and return to school even angrier, not having resolved their problem. However, there is a new program at Lexington High School, initiated last spring, which seeks to do just that: resolve conflicts between students.

Peer Mediation brings the two or more warring parties into the same room with two trained peer mediators. Through a carefully designed process of question and answer sessions, the two mediators help the parties come to an agreement which is recorded and signed by all those involved.

Senior peer mediator Mindy Monteiro praises the new Peer Mediation program for "allowing us to help our classmates work out their conflicts through more peace-

ful means." Monteiro's classmate Steve Reich concurs. "One of the major problems in our school," says Reich, "is that there is a lack of communication, a lack of understanding of other people's perspectives. Peer mediation allow people to actually sit down and communicate."

Senior Keri Heflin acknowledges the inevitability of conflict and suspensions in a large high school. The difference Peer Mediation makes, according to Heflin, is that students "get to discuss what went wrong instead of just coming back to school." Monteiro, Reich, and Heflin were among the sixteen students and four faculty members who underwent 20 hours of training to become fully certified peer mediators. Now that the training is over, these peers are waiting for referrals, as they are eager to apply their newly-acquired skills to real problems.

If you know someone who might benefit from peer mediation, please contact Jennifer Wolfrum, the acting Peer Mediation coordinator, in the Department Heads' Office, or talk to one of the following peer mediators: Windia Rodriguez, Andrea Robbat, Jed Berger, Aisha Thomas, Nate Jaffee, Steve Reich, Mindy Monteiro, Allyson Edelstein, Carrie Turin, Keri Heflin, Lawrence Randolph, Susie Kwon, Dalia Hochman, Caitlin Rollins, Dan Kamen, Rebecca Swartz, Maureen Rowe, Debra Holmen, Sandy Defeudis, Selig Broitman.

Cluster V tackled

SENATE- from Page 1

Election Reform Bill in anticipation of the demise of homeroom made the 1995 freshmen elections the first entirely voluntary, real-world election to be held at LHS. According to Senate Elections Committee statistics, 215 freshmen, or about 52% of the class of 1999, cast ballots in the October 13 vote.

Democratically-minded freshmen lined up outside the gym as early as 7:15 a.m. to vote. After school, the voting center was

moved out of the gym into the main hall, which made it more accessible. The Senate is currently considering several alternate locations around the school where future elections may be held.

The class of 1999 council officers for the 1995-1996 school year are President Jon Amar, Vice President Jen Doyle, Secretary Christi Welt, and Treasurer Mike O'Connor. Jon Amar, Abbe Barg, Stephanie Coucignoux, Jason Hirschhorn, Ami Karkar, Heidi Manschreck, and Chris Nasson were elected to Senate.



On one of the last fair-weather days of the season, students enjoy lunch in the quad.

photo courtesy of Amy DiLuna and Katie Gross

Replace prepared to connect with students

by
Nick Bartlett

Since town funding for it has been reinstated, Replace, a human services agency, has undergone many renovations and is now ready to serve the town to the organization's fullest potential. The staff members at the Connection Hotline, a teen-to-teen telephone counseling service at Replace, are hopeful that their peers will take advantage of their services. The counselors are encouraging more people to call at 861-1233 when they need to talk about their problems.

As one peer counselor advises, "No problem is too small or petty. Because we're teens too, we realize little things can really get to you." The staff members emphasize that no one should be embarrassed to call. "We're here to listen, not to make judgments or give unwanted advice," adds another staffer. All members of the hotline have had

at least ten weeks of training and are able to make referrals that callers need. Also, the staff stresses that all calls are completely confidential.

With the renewed funding, Replace has been able to reopen its drop-in center. Located at 1912 Massachusetts Avenue on the right side of Hancock Church, the center is stocked with a Coke machine, a big-screen TV, a pool table, and space for hanging out with friends or doing homework.

Replace has also expanded to start new programs, such as a weekend activities group and Friend to Friend, an outreach program that helps younger adolescents. Anyone interested in getting involved in any Replace activities is encouraged to stop by the center and talk to the staff. As it passes its twentieth year, Replace continues to thrive at what it does best: helping the Lexington community.

Diversity committee begins second year

by
Tessa Randall

How does racism, discrimination, or violence affect you, your friends, your family, or your students? This question is guiding the Cultural Diversity Awareness Committee as it begins its second year at LHS. The committee's goal is to foster a climate of safety, acceptance, and respect for all members of the school community by providing information and training on multiculturalism and diversity.

"The school community can not continue to be aware of cultural problems one day and not the next. We have to make a conscious effort to treat others with respect every day."

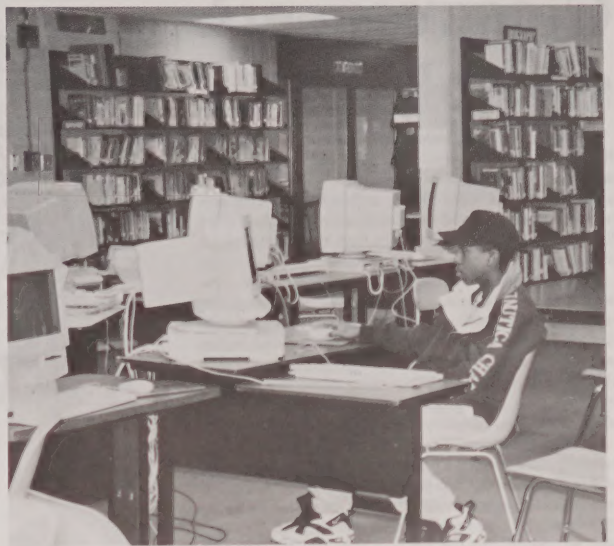
-Junior Sam Pearlman

Because several racially motivated violent or verbal attacks have occurred at LHS in the past few years, the immediate focus of the committee is to combat racism. As guidance counselor Adrinell Washington points out, "Mutual respect and acknowledgment of all our differences are the most important things the Lexington community needs right now." The committee has proposed various measures to achieve these goals.

Projects already underway include planning for an open forum on last month's Million Man March and a visit to Boston by representatives from Lexington High School. Other possibilities for the committee this year are a second Cultural Awareness Day similar to the one held at LHS last spring, a "Social Issues" section in the *Musket*, and joint events with such groups as the Asian Club, Bi-Glass, the Black Student Union, LAGLY, and SASS. Junior Sam Pearlman is "excited about the committee's prospects," but she realizes that "everyone must get involved, students and faculty," for the programs to be truly successful.

"Exposure of our cause will help ease tension and increase tolerance," adds Washington. However, junior Sarah Bayle warns that the Cultural Diversity Awareness Committee faces a considerable task. "[The committee] should not just respond to events as they occur, but rather... change the overall atmosphere of the school... which will in turn prevent future problems." Pearlman agrees, "The school community can not continue to be aware of cultural problems one day and not the next. We have to make a conscious effort to treat others with respect every day."

The Cultural Diversity Awareness Committee meets in the Professional Library every other Tuesday at 2:30. Anyone interested in raising cultural awareness within the school and beyond is welcome to attend.



With several new computers and expanded access to CD-ROMs and the Internet, the LHS Library Media Center has become a high-tech place to work when you're not spending your free blocks hunting for bagels.

photo by Joe Yoon

Finding the ultimate cream cheese companion

by
Rochelle Mackey and Julie Radz

This isn't an article about 990 hours. Nor is it about the "Smoking Corner." It isn't about PSATs, SATs, colleges, or teacher recommendations. This is about something that touches the lives of each and every student at LHS, a controversial topic never before addressed by the *Musket* staff. That's right; we're talking bagels.

There are currently three bagel shops in Lexington: Bruegger's Bagel Bakery on Waltham Street, Bagel and Bean Cafe on Muzzey Street, and Aesop's Bagels on Massachusetts Avenue. With all this competition, one can't help wondering which bagel is best. So, in search of the perfect bagel, we ventured to each store, interviewing both staff and customers along the way.

"If you want a cinnamon raisin bagel, Bruegger's is the way to go."

-Junior Andrew Garland

"It has a crunchier texture."

-Math Teacher Mr. Rahman, on Aesop's cinnamon raisin bagels

"You have to come here. It's a lot more fun!" replied Melissa Reilly when asked why people should come to Bruegger's instead of other bagel shops. Bruegger's was the first store of its kind to open in Lexington and has remained popular ever since, despite a small decrease in business when Bagel and Bean and Aesop's opened. One reason for Bruegger's popularity is that they offer a variety of fresh bagels throughout the day at a price of 55 cents per bagel. Another reason is that Bruegger's has an eating area with tables and chairs.

Bagel and Bean Cafe is the closest to LHS; therefore, it is easier for lunch trips, particularly for people without cars. "I come to Bagel because it never has a long line and because the bagels are really good and bready," stated customer Kathryn Manz, while her friend Kyoko Yamamoto added, "I like the idea of the student discount card." With the discount card, students get 10% off anything they buy at B&B, which already

has the lowest price per bagel, 52 cents, before the discount. B&B also has a discount club, which gives you one coffee free after you buy ten large coffees. In addition to bagels and coffee, B&B carries a plethora of salads (fruit, pasta, etc.) and desserts.

When we asked Carrie Small and Grace Battaglia, the two women working behind the counter at Aesop's Bagels, what they thought makes Aesop's the best, Carrie immediately said, "Bigger bagels. A better product." Aesop's, which opened over the summer, does in fact have the largest bagels. It also has the most variety, with bagel flavors ranging from sourdough to blueberry, plus the highest prices at 60 cents per bagel. Like Bruegger's, Aesop's always has some hot bagels, fresh out of the oven, and tables to sit at.

We tested the plain bagels first. At Aesop's, the plain bagels resemble soft pretzels without any salt. They have a crunchier exterior than the competition's bagels, plus a soft, chewy inside. On the other hand, Bagel and Bean's plain bagels taste like sweet bread. They have a tough, chewy outside with a bread-like interior texture. Finally, Bruegger's offers the typical plain bagel: a firm, crunchy outside with a soft, chewy inside.

"If you want a cinnamon raisin bagel, Bruegger's is the way to go," stated Andrew Garland. Most people, including Chris Nuss and Josh Rosenthal, agree with Garland because Bruegger's bagels are "chewy, with lots of raisins and good cinnamon." However, Mr. Rahman, a math teacher at LHS, prefers Aesop's cinnamon raisin bagel because "it has a crunchier texture." Others found the Aesop's bagel too crusty, with good raisins but a weird taste. Bagel and Bean's ran low on raisins and cinnamon.

Last, we tested the "everything" bagels. Those from Aesop's have a good texture but are loaded with garlic: not a good choice for students who want a social life! Bruegger's, while also having good texture, has the fewest toppings. Bagel and Bean's "everything" bagel has just the right amount of toppings, distributed evenly over the bagel for a great salty taste.

So which bagel place is the best? You decide. Each of the three stores offers tasty bagels, various cream cheeses, plus sandwich and drink options. Each has fast, friendly service. As for the new bagel shop opening on Bedford Street, we'll just have to check it out.



Sporting her Lexington swim team boxing mittens, Monica Roy tosses a punch at fellow senior Kiran Raj.

photo by Eling Chang

Congress cuts school, etc.

I have an idea that should make all ten or so Republican Presidential hopefuls very, very happy. My idea gives government money back to the public. It rewards people who are motivated and hardworking. It puts America first and boosts this country's economic competitiveness. It streamlines bureaucracy and shifts power from the government to the people.

Stop searching your Contract with America, Newt. You won't find my idea there. I want to change your philosophy--indeed, the mindset that seems to be infecting more of your Congressional colleagues everyday--about financing higher education. I want you, Speaker Newt Gingrich, to recognize the "conservative" virtues of a position traditionally considered "liberal." Making college affordable is one issue that should appeal to lawmakers of all ideological persuasions.

Some provisions of the federal budget proposals sponsored by the House of Representatives and the Senate are still in dispute on the floor of Congress. At this writing, the particulars of the plan that will either prove acceptable to President Bill Clinton or survive his veto are difficult to predict, but the bill that Congress sends to the President will certainly contain bad news for future college students.

Congressional Republicans claim that their proposals will balance the federal budget in seven years so that the next generation of Americans will not be burdened with so much of their parents' debt. If either the House or the Senate plan passes, this scenario will become reality: the next generation of Americans will be too poorly educated to recognize that any debt exists.

The dismantling of AmeriCorps is part of the House Republicans' budget proposal. It is unclear who actually benefits from the elimination of the program, which has provided inner city children with competent tutoring, refurbished homes for poor people, helped the NYPD monitor playgrounds, and aided the mentally disabled, among other things. However, drug lords, gun dealers, and underworked parole officers are probably rooting for the GOP on this measure.

Every year since Clinton established AmeriCorps, 20,000 young Americans have received \$4,725 in college tuition credit plus a minimum wage stipend in exchange for full-time public service. AmeriCorps empowers young people and shows them how they can create positive change in their communities. It's not really big government: AmeriCorps is run by the nonprofit Corporation for National Service, not a federal agency, and donations from businesses account for 15% to 20% of its funding.

That's another thing, Newt and friends. Your cronies in the corporate world love AmeriCorps. According to a *Business Week* article last June, AmeriCorps' corporate sponsors include Microsoft, American Express, General Electric, and Procter & Gamble. Eric Chapman, a GOP fundraiser and CEO of US Health Corp., says his company donates to AmeriCorps because the program's emphasis on higher education and community development helps build a productive workforce.

So why the scalpel, Newt? *Business Week* adds that "killing AmeriCorps would yield under 1% of the more than \$1 trillion in savings the GOP needs to balance the budget by 2002, but it would be a big slap at the President." The creation of AmeriCorps is widely considered one of Clinton's most successful acts as President. Socially concerned youth will be the victims of petty politics.

There's more. The federal "direct lending" program, instituted in 1993, is also under attack in this year's budget fight. Direct lending allows college students to borrow money directly from the government Treasury, thus streamlining the loan process and cutting out profit-hungry middlemen. It also ties debt repayment to a graduate's income, so that the cost of paying off a loan does not dissuade someone from taking a socially valuable but low-paying job.

Ironically, the Republican position against direct lending is opposed to the keystone of the free market they love: competition. According to the September *Washington Monthly*, "when the government implemented a simplified application process and a speedier transfer of funds, private lenders followed suit." To compete with the government, private agencies had to offer students a greater range of loan repayment options. So why the GOP anger? Guess who pushed for direct lending in the first place? Bill Clinton.

The debate over the federal budget is mired in economic theory and rabid politicking, yet it is a discussion that citizens of all interests and backgrounds can not afford to ignore. Where the money goes, so goes the nation. At present the nation is moving toward over-appropriating defense funds and financing tax cuts for the upper classes at the expense of educational opportunity for all. It's a failure to invest in the future, in the most literal and dire sense of the phrase.

-Margot Minardi



Coming together? Students must unite across religions

On Saturday, November 4, 1995, Israeli Prime Minister Yitzhak Rabin was assassinated at a peace rally in Tel Aviv, Israel. Over the past few years, Rabin has received international recognition for his efforts toward the establishment of peace between the nations and peoples of the Middle East. In 1994, Rabin, Israeli Foreign Minister Shimon Peres, and Palestinian Liberation Organization leader Yasser Arafat were awarded the Nobel Peace Prize for working together to achieve greater harmony in a part of the world plagued by religious and ethnic conflict. Rabin's death deeply affected people all over the world.

It was Wednesday morning and I was sitting in my A-block class when Mr. Lanoue came on the loudspeaker with the morning announcements. He mentioned that there would be a vigil for Yitzhak Rabin, slain Prime Minister of Israel, at 1:35 around the flagpole. I knew right then that I would go in order to pay my respects to him. I was in the library during H-block and asked some friends if they were going to the vigil. I received blank stares in response. "Isn't that all in Hebrew?" "I thought that was only for Jewish people..."

I looked for the people whom I thought would show up. I looked for the people who had always talked to me about leading a faithful life. Here, gathered in a tight circle, stood friends who needed support from others, who needed voices to pray with them.

At the beginning of X-block, I walked to the flagpole where I saw a few people standing in the icy wind. Slowly more and more of the Jewish community at LHS gathered around the half-mast flag with a few non-Jews. A circle formed and candles were lit in the center. As the song "To everything, there is a season, turn, turn, turn..." rose from the group I could hear people two feet away acting as if nothing unusual was going on. One person walked by and said, "I guess I'm in the wrong place at the wrong time."

I looked for the people whom I thought would show up. I looked for the people who had always talked to me about leading a faithful life and believing in God. I felt a pit in my stomach. Here, gathered in a tight circle, stood friends who needed support from others, who needed voices to pray with them. The people whom I thought would give that support were not present.

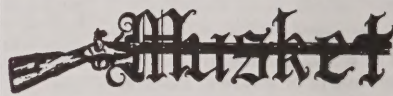
I talked to one person later and asked him why he had not come to the ceremony that Wednesday. With a smile on his face he said, "I'm sorry, but I'm not Jewish." My stomach cringed. I could not believe that someone who had claimed to follow the Bible so closely would forget one of its most important lessons: don't just say but do. I had wanted to believe in him, to think that what he had said to me about his faith was important. How could I believe him when his actions did not correspond to his words?

I believe that religion is a path to lead to a good life. Different people choose different paths to lead their lives. In the end we are all going to find ourselves in the same place, regardless of what we call it or what we believe now. I ask

then if there is any reason why Christians and Jews and Muslims and Hindus and believers in all of the world's religions and even non-believers should not pray together in a time of need.

I may have missed something along the way, but I don't see a difference between Christians and Jews other than one thing: Christians believe that Jesus is the son of God who came down to Earth and Jews are still waiting for him to come. That is the bottom line. We are living in a very modern time but people still insist on distinguishing themselves into groups. I am Catholic. Some of my friends are Jewish. Why can't I pray with them?

-Ans De Brouckere



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CHRIS CHUA WESJ 11-14-97

LHS EXPANSION PROJECT '97

Neon trash cans: a cleaner, brighter future for LHS

At a recent LHS Student-Faculty Senate meeting, there was an informal discussion on pollution, which has become an epidemic in the outside eating areas. During this discussion, junior Senator Steve McCabe proposed that neon trash receptacles be placed in the outdoor eating areas. His rationale was that students are just a type of animal, and animals are attracted to bright colors.

While initially this proposal may seem far-fetched, the idea may actually be a logical way to solve the garbage problem at LHS. When that dreaded bell rings signaling the end of lunch and a return to the grind of the school day, the LHS outside eating areas resemble a small landfill. Students at LHS, either from some past recycling trauma or a deep-rooted contempt for trash cans, have proven time and time again that they are utterly dysfunctional when it comes to throwing out garbage of any kind.

For too long, LHS students have been told that the reason they should keep their areas clean is that LHS is their community, so they should respect and take care of the school. School pride, however, is not only a terrible motive for keeping our planet clean, but it is also a part of the pollution problem. Students have been told for so long that LHS is a community within itself that many students have come to believe it. They see the school not as a part of the planet but rather as an isolated appendage, where pollution doesn't actually occur.

What students need is something that's going to grab their attention, that's going to make them think to themselves, "hey, I'm gonna throw out my garbage today, and all of my friends' garbage, too." Students need to be given a reason, and a good one at that, if they are actually going to disrupt the daily pattern of a suburbanite school day and make a concerted effort to throw out their lunch. Neon trash cans are the solution, and they are just begging to be given a chance. Sure, they may first appear a little obnoxious, but so do most of the other policies that have been implemented at LHS that people have come readily to accept.

Neon trash receptacles are something that the whole school can feel proud of: day-glo yellow, bright orange, even our trash will take on the multicultural spirit. Students, like the rabid little creatures that they are, will flock to neon trash cans, trying desperately to find any morsel of trash to shove through the fluorescent flap of the receptacles. They will wait until the last moment before heading home for the weekend on Friday afternoons, attempting to find just one more item to throw away, anything to keep LHS a clean place. Then again, neon trash cans might just look really neat.

-Chris Van Nostrand

Approaching apathy's apogee

When the editor-in-chief asked me what sort of editorial I wanted to write for this *Musket*, I promptly replied: "I don't care." Not caring is, as it turns out, what I am writing about. There is currently a concern voiced by some members of the school community that an air of apathy is infecting the school.

The recent freshman elections raised questions about the prevalence of apathy at LHS, as many positions were uncontested and other races actually had too few candidates. Was this apathy? Normally, I'd say, "Don't know; don't care," but so as not to incriminate myself I'll give my thoughts on the subject.

I asked Karen Girondel, French teacher and Assistant Moderator of the Senate, what she thought. She feels that apathy "occurs when students don't feel like they're part of a community." Her position on the freshman elections is that it must have been apathy, as all the freshmen attended a mandatory assembly at which the various positions were explained to them. As Les Phillips, debate coach, noted, however, that doesn't necessarily make the freshmen apathetic, just not interested in student government. As it turns out, more than half of the freshman class cast ballots in the elections, a definite sign that the class of 1999 is concerned about the school.

Another theory is the classic one of "big fish in a small pond" versus "small fish in a big pond." I think that when students make the transition from middle school to high school, they are overwhelmed with change. Girondel agreed, "When you are new in an environment and not familiar you are generally reticent." The problem occurs when students remain in this state, disconnected from the school community.

The solution to the problem? There are enough groups and clubs out there for any student to identify with, and if there aren't, there's always room for more. If every individual can find a comfortable "niche" in the school community, whatever apathy there existed will be replaced with adoration and love for the school. Okay, maybe not, but at least the connection with one's niche will extend to the school that supports it.

-Eli Blatt

Life with Simba and Liu Kang

I always assumed that by the time one goes away to college, a certain level of maturity is reached. I was wrong. I called my brother (the one who wants to be a brain surgeon) the other day, expecting he and his college comrades to be engaged in some intellectual discourse on a socially relevant topic. This kid, for who my parents are paying almost \$30,000 a year in tuition, was playing *Mortal Kombat* while listening to the Lion King soundtrack.

Granted, we are talking about the same person who used to wrap Kristina Distefano in a blanket until she screamed "I'm a chicken burrito," but isn't all that supposed to change? Isn't there some kind of transformation that occurs in college that turns a hormonal adolescent into a smooth, sophisticated "college man?" Apparently not, which brings me to my conclusion: I can't wait to go. I quote the artist formerly known as Monica Martinez, who once said, "You know, I'm sick of this place. Or maybe it's the toast I had for breakfast."

I have come to realize that college is nothing but an extended field trip, only without the chaperones. My brother has not grown up by any standard. He still calls his Mommy when he has the sniffles, he still separates all the food on his plate so that nothing is touching, and I'm pretty sure I saw a teddy bear peeking out from behind his bed when I went to visit. Aside from the hard work, college is a sort of "never never land," the one time in our lives when we can spend four years (and a small fortune) "growing up," while childish behavior is encouraged (and usually rewarded with admission into a fraternity).

Who says we have to grow up anyway? I still enjoy the occasional episode of *Sesame Street* (I kind of have a "thing" for Luis), and yes, I change the outfits on my Cabbage Patch Kids every season (Ernie John is looking particularly dashing this winter). While high school is far from over, I can't help but look to the future that looms in the distance with some excited anticipation and some hope that I can still be the same person once I get there.

-Amy DiLuna

Letters to the Editor

Kishlansky's opinions hit the wrong Keyes NHS is fair; editorial was not

To the editor:

Mr. Matt Kishlansky provides a good general summary of a major argument against affirmative action, but I wish he had not been so general. To claim, without proof, that "Every time [sic] a member of a minority group gets into an Ivy League school or receives a job with a major corporation, he is immediately labeled an affirmative action beneficiary"—or, that after all forms of racial preferences are junked, "everyone [sic] will then be judged purely on merit" strikes me as too simple. Mr. Kishlansky is right to say that many white people *perceive* that unqualified minority candidates are crowding out qualified white candidates, but he doesn't present any evidence that the perception is true.

Mr. Kishlansky weakens his argument by relying on an underqualified African-American, Alan Keyes, as his only source. He writes that Mr. Keyes is a Senator from Pennsylvania. Mr. Keyes, who is from Maryland, is not a Senator; he has never been elected to any office. He is a former Ambassador, currently a radio talk show host, who has declared an improbable Presidential candidacy. None of the staff members from his previous campaign are working for him now because, according to articles in the *Washington Post* and the *New Republic*, he never paid them the money he owed them. Keyes is clearly the beneficiary of the Republican right wing's need for African-American poster boys. Would he be cited in Mr. Kishlansky's article if he were white?

-Les Phillips
Debate Teacher

To the editor:

Kiran Raj and Adam Bund raise questions about the fairness of Lexington High School's National Honor Society selection procedures in the October issue of the *Musket*. They argue for a more public process and for considering additional input from students. In the interest of fairness, however, they make unfair and false characterizations of the current process, the student nominees, and the faculty who recommend them. A more balanced view is warranted.

An article describing NHS and the selection process published in the PTSA newsletter last spring clearly was not sufficient. The 1996-1997 Student Handbook will include a section on NHS. In summary, NHS members are selected with National Association of Secondary School Principals (NASSP) guidelines, which govern over 16,000 NHS chapters across the country. The guidelines dictate that an appointed faculty council nominates students to NHS from among a group of students who are determined to be academically eligible based on grade point average. The faculty council selects members from the eligible group considering the service activities, leadership, and character of individual students. Faculty input in the selection process is permitted by NASSP.

The NASSP guidelines do not comment on the appropriateness of student input, as the editorial recommends, but this suggestion has merit. Students know their classmates well and could provide a useful new dimension to the process. They know who is committed to community service, who is a leader among peers, and who demonstrates character.

LETTERS- Continued on Page 6



Over lunch, seniors reminisce about freshman year. Sometimes they forget how little they remember, however.

photo by Joe Yoon

Six things about freshmen that seniors just don't remember

by
Cara Moultrup

I have only been in high school for about a month, and I'm already fed up. It's NOT because I'm lost. It's NOT because I'm late for every class because I have to run across a huge campus. It's NOT because I'm afraid of the towering seniors. It's NOT because my shoes are untied, my books are falling all over the hall, and I can't get my locker open. It's NOT because I'm jealous of upperclassmen, with their drivers' licenses and open campuses. It's NOT because everyone else is so together.

So what is it? I'm sick of this *fresh* image!

Myth #1: Freshmen get lost all the time.

Truth: Freshmen get lost on their first day of school. The first day of school, if you are lucky enough to have a map, you locate your classes and see if there's a way to get there from where you are. When you find the way, you look for a shorter way. When you don't find one, you just get there. You never get lost again.

Myth #2: Freshmen are always late to class because they have to run across this huge campus.

Truth: Can I point out something to anyone who hasn't realized it yet? If there were a way for the campus to shrink just for upperclassmen, LHS would be one of the

Wonders of the World. Even the seniors have to get from A to J. And they're always late to class because they DON'T run across this huge campus.

Myth #3: Seniors are big and scary.

Truth: All right, this one's true. They do take up too much room in the cafeterias on rainy days and in the halls so you can't get by them. The scary part is true, too, but we aren't afraid.

Myth #4: Freshmen are disorganized and can't even get their lockers open.

Truth: Give us a break! We learned to open lockers in sixth grade. This shoelace business has been way over used. We can be just as organized as upperclassmen or, in some cases, just as disorganized.

Myth #5: Freshmen think that all upperclassmen look put together, are jealous of seniors' drivers' licenses and open campus privileges, and worship the ground seniors walk on.

Truth: Don't you wish!

Myth #6: We are stuck being frosh forever.

Truth: I was planning on graduating at 18, weren't you? All of us are going to be sophomores next year. Maybe we need a new image, though. WE KNOW WHERE WE ARE GOING AND YOU CAN'T SCARE US. It could become our new class motto.

Faculty repertoire expands with arrival of new teachers

by
Anagha Nadkarni

The changes don't seem to stop this year! Along with a new principal, a new schedule, and a brand new freshman cast of thousands (well, hundreds), many fresh faces have turned up among the faculty. Amazingly, Lexington High School has hired teachers in almost every department this year.

Many students welcome the changes at the High School. Sophomore Eun Young Choi comments, "I don't have any new teachers myself, but I like seeing the new faces around. It makes me glad that Lexington keeps getting new teachers who have new and innovative ways to improve education at LHS."

Junior Betsy O'Neill agrees, saying "Everywhere I go I see new teachers and new students. It makes everything confusing, but also a lot more fun."

It seems that teachers feel the same way. Daniel Shadbegian, a Spanish teacher returning to LHS for his second year after a one-year hiatus, remarks, "I love teaching at LHS. The kids are great, eager to learn, and the school's environment is very conducive to learning."

With a little luck and a lot of talent, the new staff members have had a great start at Lexington. New teachers and staff for 1995-1996 include Jennifer Bell (science), David Buchanan (social studies), Xiaoya Clark (foreign language), Sarah Damassa (science), Susan Foote (library media), Myra Hart (main office), Samantha Lowe (visual arts), Karen Russell (English), Daniel Shadbegian (foreign language), Robert Sarno (foreign language and English as a Second Language), Michael Thibodeau (science), and Adrinell Washington (guidance).

LHS students whack weeds and sow hope

by
Dafna Hochman

Picture this: 75 LHS students decked out in LHS lacrosse windbreakers, expensive jeans, and white hats marching through downtown Roxbury on a rainy afternoon. If it strikes you as out of the ordinary, you're right on target. However, on October 21, a slew of LHS students left secure suburbia to join thousands of other volunteers at City Year Boston, a city-wide community service-a-thon. After a successful City Year '94, when LHS topped the list as the fourteenth highest fundraiser and the only student group in the top 25, students were eager to replicate the rewarding experience.

Despite the torrential downpours and flash floods, the dedicated students woke up early on Saturday morning to travel together via T to Boston Common, City Year headquarters. On the Common, they received their assignment, the Dudley Square Initiative, a project to renovate abandoned lots in a Roxbury neighborhood. "As we waited on the Common," admits one senior, "we were excited because most of us had never been to Roxbury before."

An hour later, the project coordinators led the group on a 30 minute walk from the T station to the project site. Senior Jennifer O'Connor thinks that "this walk through the neighborhood was an eye opener." Others agreed that they had taken their own houses for granted. The inhabitants of Dudley Square were appreciative of the students' efforts, encouraging and thanking the group of suburban kids who cared enough about others to participate in City Year.

Morale remained high, even when the group reached its destination and discovered that they were to spend the rest of the rainy day weed whacking and picking up trash in vacant lots. The troop of LHS students, armed with rakes, shovels, garbage bags, and super-powerful weed whackers, took to

the streets again to begin attacking the overgrown and littered lots. "I loved weed whacking!" proclaims enthused senior Flavia Gnecco. In addition, many teenagers from the Dudley Square neighborhood joined LHS students in cleaning the lots.

Throughout the day, despite the exhausting work, horrid weather conditions, and logistical glitches (notably the lack of transportation), students rarely complained and seemed to recognize the significance of their contribution. "I think it's important that we participate in City Year and other community service projects," says sophomore Andrea Pawliczek. Sophomore Maria Stavropoulos agrees, "Even though we are lucky enough to have grown up in an affluent town with a million opportunities, we should not forget those who are less fortunate. We should not take our comfortable lives for granted."

Organized by the senior class council, Team LHS for City Year '95 represented three grades (juniors had to take PSATs). Pawliczek thinks "a definite plus of the experience was the inter-class bonding." Many other students agreed that during the day they had the opportunity to talk with people whom they had never met before. In all, the participants rose to the circumstances and helped each other throughout the day.

Assistant Principal for Student Affairs Arthur Dulong and other faculty members are excited about City Year's success. Lexington students are strongly committed to community service, says Dulong. There is a plethora of other opportunities both within school and throughout the community. Any student who needs community service hours or is merely interested in pursuing a service project should visit the Student Activities Center for possible opportunities. In addition, all students who participated in City Year '95 should come to the SAC to have Dulong sign their community service forms.

Letters to the Editor-continued

LETTERS- from Page 5

Students are also aware of the less appealing aspects of their classmates' behavior. They know who cheats, for example, but are reluctant to publicly share their knowledge. Providing students an anonymous vote in the NHS selection process might give voice to much valuable information regarding student life.

Faculty votes constitute the most significant factor in the selection process and are more than "simplistic and non-quality" as the editorialists contend. Faculty know whether students demonstrate scholarship, service, character, and leadership. After all, these are the same faculty who work with students in class and out on a daily basis, who serve as role models and confidants and who dedicate their professional lives to the

education of young people.

The students selected this year were recommended or highly recommended by 13 or more of their teachers. One negative vote does not exclude an applicant, as anyone may earn the disapproval of one teacher over time. And teachers have demonstrated the ability to perceive NHS qualifications in students who may be quiet or shy in class.

Once the more subjective qualities of character, leadership, and service are considered, the potential arises for hurt feelings, accusations of unfairness and elitism. Perhaps this discussion might continue around the purpose of NHS and the positive and negative effects of competition on the lives of high achieving students at LHS.

-Diane Lande
Assistant Principal and NHS advisor



Visual arts instructor Samantha Lowe is the latest addition to the Lexington High School faculty.

photo by Elling Chang



The boys' cross country team cruised to a 6 - 3 season.

photo by Eling Chang

Cross-Country dashes into state competition

by

Sarah Day and Chi-An Wang

The boys' and girls' cross-country teams finished with winning seasons this year: the boys with a 6-3 record and the girls with an impressive 8-1.

This year's teams were led by senior captains Ellen Van Wert, Jantrue Ting, Becky McCarthy, Dave Myung, Phil Oliff and Mike Hemond. Lexington had an easy time at their last two home meets against Reading and Melrose and an away meet at Burlington. The results of the league meet reflected the athletes' rigorous training and flawless commitment throughout the season.

Both teams conquered their league rivals from Reading, with the boys winning 26-29 and the girls 23-32. Junior Aaron Adler placed second (16:17) in the boys' race, while junior Tim Calvin finished less than 15 seconds behind him at 16:30. Junior Ellen

Humphrey captured first place (19:13) on Lexington's hilly three-mile course, and junior Chi-An Wang placed third (20:17), contributing to the team's victory.

At the last home meet against Melrose, Adler finished with a phenomenal time of 15:55, followed closely by Calvin (16:29). On the Girls' side, Humphrey easily took first (19:15), with junior teammates Sarah Day (19:28) and Kristen Johansson (19:52) finishing second and third respectively. Burlington, a team that defeated Lexington last year, was overcome by the strength of this year's runners. Day (20:13) snatched first place on the Burlington race course, while Humphrey contributed with a 20:30 time of her own. The final result for the girls was in Lexington's favor by a score of 21-38. In the boys' race, Adler grabbed second (16:54), followed by Calvin (17:09) and John-Paul Mahoney (17:22) to garner a 23-36 victory.

At the Middlesex league meet, Day fought her way to the front of the pack, capturing a second place finish, followed by medal winners Humphrey in seventh place and Johansson in ninth. Other super finishes came from Wang, Ting, Emily Wanderer, Van Wert, and junior Vicki Losick. Despite the frigid weather, all of the girls put forth tremendous efforts, finishing second in the league, not far behind Woburn. Calvin had a spectacular performance as the first Lexington male finisher, with Adler, Will Ronco, Mahoney, and Myung helping to complete the team's impressive fifth place finish.

When asked about the future of Lexington cross-country, Myung responded, "We've got the youngest and most talented team[s] in the league and it's still improving. The league had better watch out next year because these guys [and girls] are hungry for a championship and they can definitely do it."

Swimmers drown the competition

by

Monica Roy

They have done it again. For the second year in a row the girls' swim team has won the Middlesex League title. To some, this year's title seemed an uncertainty at first, but the first two meets of the season cleared the road for the championship. Even after the team's hard-earned wins against Belmont and Reading, the swimmers could not afford to rest easy. After all, they still had to face Burlington, the third place team in the league and Winchester, which has posed a substantial threat in the last couple of years.

Unlike the first two threatening meets in the season, the Winchester and Burlington meets both took place in Lexington's home waters at Minuteman Technical High School. This locale put the team out of the danger of being beaten by a lack of diving points, for the Minuteman pool lacks both a board and a platform. During both meets, Lexington fought hard and

received important points in every event. The outcome was favorable in each case, and the Minutemaid's were on their way to the title. The final competition was at Melrose, where the team dominated all events to clinch an undefeated season.

Although the dual meet season had ended favorably for the Minutemaid's, the swimmers still eagerly anticipated the League Meet at Bentley College on November 3. In the past the team has not performed well at the meet, where all teams in the league compete. At this competition each swimmer must swim two events, and the top 16 places in each event score for their team.

Last year, the Maids barely missed becoming League champs, losing by a mere four points. This year, however, the Maids were victorious, and the team has achieved the double glory of winning the Middlesex League dual meet and League Meet titles. A season with a strong start ended with a bang.



The girls' swim team finished their best season ever by winning the Middlesex League Meet.

photo by Tom Kennedy



The girls' soccer team is intent on having a winning season next year.

-file photo Lexington High School cheerlead-

Cheerleaders make the cut

by

Courtney Heney

Would this year be the first time in almost two decades that Lexington would not have a cheerleading program? Would the pom-poms be hung up in the girls' locker room for eternity? Would those annoying but catchy chants never be heard again? Thanks to some quick thinking by Superintendent Jeffrey Young and Athletic Director Brian McNally, the answer to all those questions is no. Fortunately for LHS spirit, they were able to salvage enough funding for the fall and winter cheerleading programs.

As football fans would agree, the sidelines on those cold, blustery Saturday afternoons would have looked very empty without anybody to lead the cheering for the Minutemen. Hockey, basketball, and soccer fans as well would miss the enthusiasm and talent of the Lexington High School cheerlead-

ers.

The most recent budget crunch was nearly a death sentence for the cheerleading program. After receiving many letters of support, petitions from cheerleaders and town residents, and a lot of interest from the community, Young was able to scrape together enough money to support a cheerleading squad. Sophomore basketball and freshman soccer, which McNally had been forced to cut in the spring, remained on the chopping block. Young's decision to fund the cheerleaders came only two days before double session practice began for the fall sports teams.

"On the afternoon of August 25... I received a phone call from Mr. McNally, telling me that the fall and winter cheerleading squads had in fact, been reinstated," according to coach Violet Robbat. Robbat, who has coached the girls' cheerleading squad for the past 13 seasons, added, "The cheerleading

squad is very grateful to all the students and the faculty for their support. I would just like to thank everyone who was involved in getting the program reinstated."

Besides being a potent force on the sidelines, the cheerleaders have also immersed themselves in the surrounding community. On October, 25 the squad visited the East Village nursing home in Lexington, where they performed stunts and gymnastic routines for the residents.

The winter cheerleading squad, coached by Sue Lord, cheers for varsity hockey and basketball and will begin practicing soon. As for the more distant future, Coach Robbat says, "We're planning to compete in the Woburn Cheerleading Competition on November 18, at 7 o'clock at Woburn High. As for next year, we are going to take it one year at a time."



Coach Tighe and the LHS football team will have much to be thankful for if they defeat Burlington in their season finale.

Will Tighe get his 200? Football hungry for W's

by
Jason Hirschhorn

The combination of a stifling defense and Eric Lockhart's offense proved to be too much for the LHS football team to overcome as they fell to the Stoneham Spartans 34-6 in Stoneham. The game opened with the Spartans scoring quickly, returning a punt 47 yards for a touchdown. Toward the end of the first quarter, Lexington senior Bryant Lee made an amazing catch at the 25-yard line, but the Minutemen were unable to take advantage of it to score. Stoneham capitalized on Lexington's lost scoring opportunity as Lockhart ran for a 15-yard touchdown for the Spartans' next score.

At this point the Minutemen responded well with an onside kick that they were able to recover. Junior quarterback Erk Foley and senior wide receiver Darnell Hite then began to move the ball up field. Foley completed a pass to Hite for eight yards, and another for nine left Lexington at the Spartan 35. The Minutemen continued their good passing, with Foley and Hite hooking up again

for a 15-yard gain.

Lexington was now in definite scoring position. Senior running-back Sean D'Abbraccio ran 12 yards for Lexington's only touchdown of the afternoon. The Minutemen then tried for the two-point conversion but failed, leaving the score at 14-6. Stoneham's Jason Hegarty returned a punt 60 yards late in the first half for Stoneham, and Lockhart rumbled in again from 14 yards to make the score 21-6 at halftime.

The Minutemen went to their locker room angry and came out charged, but the Spartans continued their lightning pace. Lockhart scored twice more, giving him four touchdowns for the contest and making the final score 34-6. After the game, disappointed kicker Gavin McDonough said, "It's very tough watching this team lose. Every player on this team puts out 100% in practice and to see the results come out in a loss, it's hard not to be discouraged."

Lexington's season has been, to say the least, rocky. The Minutemen started out well, winning three of their first four games. However, losses to Wakefield,

Reading and this week's loss to Stoneham gives Lexington a 3-4 record. These recent losses have been cause for the Minutemen to go back to the drawing board. On the loss to Reading, junior fullback Kevin Defrancesco said, "We lost to a superior team, a team we could have beaten if we had played the game of our lives."

Senior Wilton Jack noted, "The season has been better this year than last, but a lot of work is still needed." The Minutemen will not win the league title, but they do have some young players who could do some serious damage in the league next year. Head Coach Bill Tighe is just two wins away from the 200th in his career; with just a little luck his team may hit the 200 mark by the end of this season.

"Some important games are coming up, and for the seniors it will be the end of their careers here at LHS, so they will be out for blood," D'Abbraccio commented. Lexington's remaining games of the season are Melrose, Belmont and Burlington.

-file photo

After successful campaign, Maids head into playoffs

by
Amy Porter

It's tournament time for the LHS field hockey team! The squad, which finished the regular season with an impressive 13-2-3 record, earned themselves second place within the highly competitive Middlesex league. The Minutemaids secured a fifth place seed in the Division I North Sectionals for the state tournament and are ranked ninth overall in the Eastern Massachusetts Division I coaches' poll. In their first tournament game against Methuen, the team came through with an impressive 5-0 victory.

Over the course of the season, the squad posted an impressive 11 shutouts. Only eight goals were scored against the Minutemaids all season due to the skill and quickness of senior goalie Catherine Himmel and senior defenders Kristen Silva, Michele Guinane, Heather Rizzo, and Valerie Pacocha.

On the other half of the field, the Minutemaids offense racked up a staggering total of 38 goals. The aggressive play of senior forwards

Morgane Landel and Lisa D'Antuono was the driving force behind the offense. Not surprisingly, Landel and D'Antuono were ranked second and third top scorers, respectively, in the league by the season's end. Maintaining the middle were seniors Lili Anderson and Katrina Zorka, who each played key roles in both offensive as well as defensive plays. Seniors Gen Bartels, Stefanie Berman, Katie Howe, and sophomore Alison Stebe also made vital contributions to help power the Maids to numerous victories.

Now, however, the pressure is on the team to continue its winning ways in the state tournament. Hopes are high that the team will better last year's quarter-final performance and advance their pursuit of a state title. As Anderson commented, "On the days when our spirits are high, everything comes together and we play really well. If we can maintain that for the tournament, I think we have a good shot at taking the championship."

With a combination of hard work, dedication, and a little luck, the Maids could do just that.



The field hockey team hacked their way into the state tournament semifinals.

-photo by Eling Chang



The volleyball team came together for an impressive quarter-final showing in the state tournament.

-photo by Tom Kennedy

Strong post-season for volleyball

by
Jeff Needham

The Lexington girls' volleyball team finished an impressive and successful season by reaching the state tournament. They ended their season with an overall record of 12-8, losing in the state tournament to a powerful Methuen team.

The season finally ended in the second round of the tournament. The team played strong but lacked what it took to win. The Methuen players intimidated Lexington with their size, featuring a 6'3" center. Also, Lexington lost senior co-captain Petra Slezak to illness before the game.

Senior Petra Hagenah served and hit well, contributing many key plays for the team. Seniors Talin Getzoyan and Shannon Tam demonstrated extreme hustle and dedication as they relentlessly chased down every ball. Senior

Torfay Sharifnia had many good blocks, especially with such a tall center spiking on her. Her classmate Suli Oei didn't see much action because she suffered an injured ankle. Juniors Lindsay Bonner and Julie Lum, along with sophomore Amber Moore, contributed to good hitting and setting, as well as consistent serving.

Even with a tough schedule, Lexington amassed a winning record this year. The team, plagued by injuries and sicknesses, barely ever had the full squad playing at the same time, making a difficult season even harder. On a more upbeat note, both Slezak and Tam were named league all-stars for their superior play all season.

Despite losing a large cast of seniors in the spring, there will still be a talented core of volleyball players left in the 1996 season. More underclass players are joining the team every year. Look for

the team to be strong next year, but without the help of Coach Jane Bergin, who just finished coaching her last season.

Varsity Scoreboard as of November 9, 1995

Team	W-L-T
Cross Country	
Boys'	6-3
Girls'	8-1
Field Hockey	13-2-3
Football	3-5
Golf	5-2-2
Soccer	
Boys'	3-13-2
Girls'	3-12-3
Girls' Swimming	7-0
Volleyball	12-8